



OELAS Boot Camp

OELAS Conference
The Wigwam Resort
December 9, 2009



The English Language Acquisition, Language Enhancement, and Academic Achievement Act

The fundamentals of Title III of No Child Left Behind (NCLB)

Purposes

- To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.



Purposes, cont.

- To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.



Purposes, cont.

- To develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth.



Purposes, cont.

- To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings.



Purposes, cont.

- To assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children.



Purposes, cont.

- To promote parental and community participation in language instructional educational programs for the parents and communities of limited English proficient children.



Purposes, cont.

- To streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards.



Purposes, cont.

- To hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring—
 - “(A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - “(B) adequate yearly progress for limited English proficient children, including immigrant children and youth.



Purposes, cont.

- To provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.





Using Title III Funds

No Child Left Behind Act of 2001 (NCLB)

Public Law 107-110, Section 3001 – Section 3304

Part A: English Language Acquisition

Part B: Improving Language Instruction

Part C: General Provisions

Title III Funding.....

- Provide supplemental funding for ELL program
- Submit application through Grants Management
- Review/Approve process by Office of English Language Acquisition Services (OELAS)



Title III Funding.....

- Title III LEP Grant
 - 2% cap on Administrative cost + indirect costs
- Title III Consortium
 - Must join – to receive funds if LEA's allocation is **under \$10,000.00**
- Cash Management Report required monthly
- End date can go beyond 6/30 for summer activities (cross fiscal years)



Title III Funding Purposes.....

➤ Part A:

- **Ensure** LEP students attain English language proficiency
- **Assist** LEP students meet the same academic content and standards
- **Develop** high quality language instruction programs
- **Promote** parental and community participation
- **Streamline** language instruction programs
- **Hold** SEAs, LEAs and Schools **accountable**

➤ Part B:

- **Promote** systematic improvement for educational programs
- **Develop** accountability systems for educational programs
- **Develop** language skills and multicultural understanding
- **Develop** data collection, dissemination, research materials and technical assistance that are focused on school improvement for LEPs
- **Develop** programs that strengthen and improve the professional training of educational personnel

➤ Part C:

- Definitions
- Parent Notification
- Regulations



Title III Funding Requirements.....

Supplement → **NOT** → **Supplant**

“to add to”

“to take the place of”

LEA's Basic Responsibilities:

- ✓ Teacher (Salary & Benefits)
- ✓ Classroom
- ✓ Curriculum/textbooks



To supplement or to supplant? That is the Question

- **Expand** program
- **Enhance** program
- **Upgrade** reading / academic program
- **Intensify** instruction
- **Provide** tutorials for students
- **Provide** technical training
- **Purchase** software
- **Develop** high quality professional program
- **Develop** accountability systems to monitor student progress
- **Implement** family education programs



Supplemental materials for the sole use by ELL students.....

- Additional hardware
- Additional software (i.e., Rosetta Stone)
- Additional reading materials (i.e., novels, magazines, newspapers, comic books, encyclopedias, atlases, thesauri, dictionaries)
- Manipulatives (i.e., blocks, objects, food items, and clothing items)
- Visual Aides (i.e., pictures, posters, flash cards)
- Listening Centers (i.e., books on cassette/cd)



Supplemental....Other:

- **Classroom instructional assistants**
- **SEI coach/mentor stipends**
- **Professional development**
 - Teacher preparation for effective ELL instruction; incorporating curricula and resources regarding appropriate/effective instruction; improving program quality
- **Parental involvement**
 - Implementing family education programs, parent outreach and training activities designed to assist parents to become active participants in the education of their children



Continuing Supplemental Services.....

- Parental translation services
 - communication and information must be provided in a language that the parent can understand
- Private school
 - consultation in a timely and meaningful manner to provide equitable services and meet the needs of eligible private school students and/or teachers and other educational personnel
 - discussion to include: identification of children's needs, services offered and provided, and assessment of such services





H.B. 2064 and ELL Task Force Review and update

Four Fundamental Elements

- 1) 4 hours of ELD - as defined in SEI models
- 2) ELL students and non-ELL students are not mixed during the 4 hours of ELD
- 3) ELL students grouped by ELL Proficiency
- 4) Highly Qualified Teacher



4 Hours of ELD

- “*ELD*” means English language development, the teaching of English language skills to students who are in the process of learning English.
- It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself.



4 Hours of ELD

Time Allocation for **Elementary** Schools

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Pre-Writing 15 min.	
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Students Testing at AZELLA Basic

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.	
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Students Testing at AZELLA Intermediate

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.	
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20 hours per week / 10% flexibility



4 Hours of ELD

Time Allocation for **Middle & High** Schools

Students Testing at AZELLA Pre-Emergent & Emergent

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Basic

Academic Oral English and Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 min.	English Language Arts (SEI) 60 min.	Academic English Reading 60 min.	Academic English Writing and Grammar 60 min.	
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20 hours per week / 10% flexibility



4 Hours of ELD

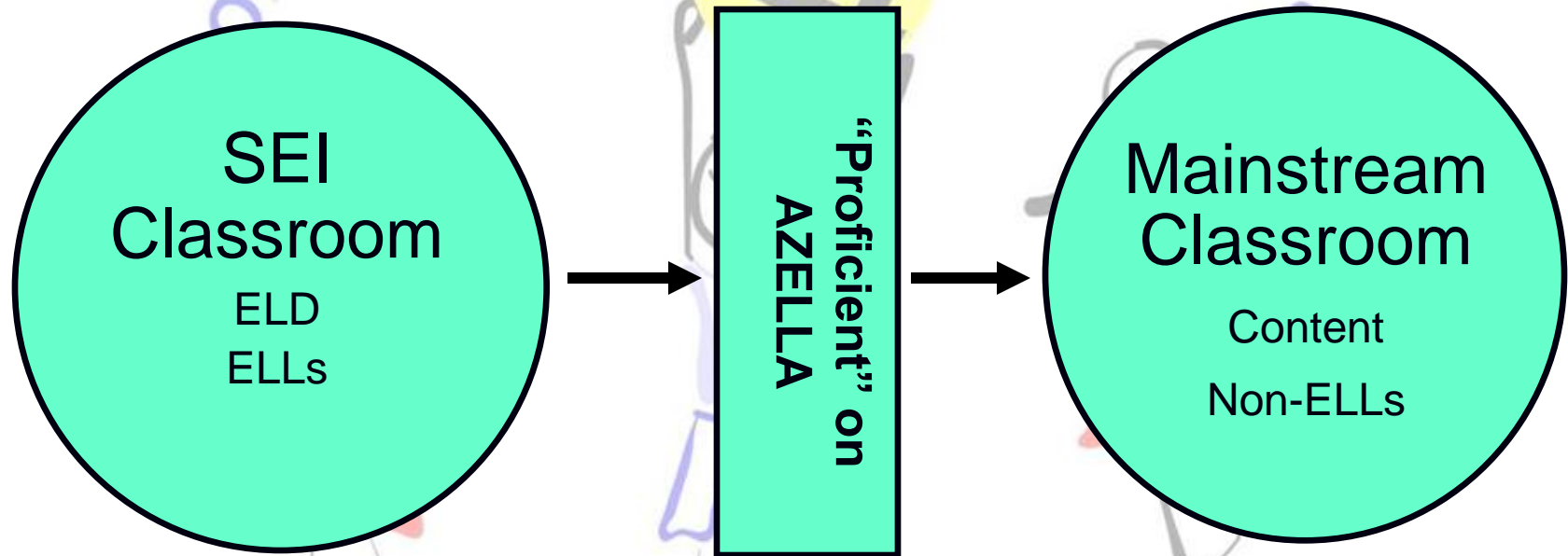
Exceptions:

- ✓ Half-day kindergarten must be modified to have a proportionate period of ELD. This works out to 2/3 of instructional time.
- ✓ If a middle or high school student tests proficient in reading or writing or both, they can reduce ELD time to 3 or 2 hours based on testing proficient on the sub-test.



Not Mixing ELLs and Non-ELLs During 4 Hours of ELD

SEI Classroom v. Mainstream Classroom



Entry and exit is based on AZELLA



Priority Structure for Grouping

- ✓ Elementary School Student Groupings
 - A. Overall Proficiency Level within Grade
 - B. Overall Proficiency Level Band within Grade
 - C. Overall Proficiency Level Band within Grade Band
- ✓ Middle/High School Groupings
 - A. Proficiency Sub-level within Grade
 - B. Proficiency Sub-level within Grade Band
 - C. Overall Proficiency Level within Grade
 - D. Overall Proficiency Level within Grade Band
 - E. Overall Proficiency Level Band within Grade Band



Teacher Qualifications

- Properly Certificated and
- Highly Qualified
 - Elementary (K-6)
 - Language Arts or English in Middle School (7 - 8) (also departmentalized 6th grade)
 - English in High School (9-12)
 - Non-departmentalized Middle School teachers may be K-8 certified.
- SEI or Bilingual or ESL endorsement



Individual Language Learner Plan (ILLP)

- Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL



ILLP – Provisions

- Mixing of ELLs with non-ELLs in mainstream classrooms
- Four hours of ELD
- Two hours of ELD as prescribed in Language Star
- ELP Standards with DSI focus in lesson
- Language driven ILLP
- Teacher collaboration in writing and implementing of ILLP
- Formative assessment documentation required
- Mainstream teacher utilizes strategies appropriate for working with English language learners.





Arizona English Language Learner Assessment AZELLA

English Language Proficiency Assessment History

School Year 2003-2004

- Local Education Agencies were using (4) instruments to measure English language proficiency:
 - Idea Proficiency Test (IPT)
 - Language Assessment Scales (LAS)
 - Woodcock Munoz Language Scales (WMLS)
 - Woodcock Language Proficiency Battery-Revised (WLPB-R)
- Multiple performance indicators were used to measure student progress.
- A common set of standards, benchmarks, and performance indicators did not exist.
- Data Analysis was difficult.



ELL Assessment History

February 2004

- ADE issued an RFP for a K-12 English language learner proficiency assessment instrument
- OELAS established an RFP Assessment Committee that represented statewide stakeholders to evaluate the proposals submitted for an ELL proficiency assessment.
- A single assessment, the Harcourt Stanford English Language Proficiency (SELP) Test was adopted. The SELP alignment of 69% was the highest of the off-the-shelf assessment instruments reviewed by the RFP Selection Committee.

School Year 2004-2005:

- Statewide SELP implementation began fall 2004.
- Federal guidelines required a closer alignment with Arizona English Language Proficiency Standards.
- 2005 OELAS and Harcourt began the SELP augmentation process to achieve a higher level of alignment.



ELL Assessment History

School Year 2005-2006:

- The Harcourt SELP Test was used for a second year.

August 2005

- o Item writing by Arizona teachers

September 2005

- o Bias review group examined all new items

October 2005

- o Test items modifications/revisions/editing
- o Second bias review

November 2005

- o Item field test
- o The augmented SELP is named AZELLA



ELL Assessment History

December 2005 – January 2006

- o AZELLA Form AZ-1 was developed

February – March 2006

- o Alignment study of AZELLA Form AZ-1 to the Arizona English Language Proficiency Standards was conducted
- o AZELLA Form AZ-1 was field tested

April – June 2006

- o Harcourt conducted psychometric analysis of field test data
- o AZELLA materials were finalized for printing and distribution
- o Standard setting process by Arizona teachers was facilitated by Harcourt
- o Began AZELLA statewide training workshops.



ELL Assessment History

July – August 2006:

- o Completion of the AZELLA Trainings
- o Item writing AZ-2
 - o Arizona Teachers – statewide representation

School Year 2006-2007:

- AZELLA, the augmented version of the Harcourt SELP, is the single statewide English language proficiency assessment.
- AZELLA is more closely aligned to the Arizona English Language Proficiency Standards.
- AZELLA Form AZ-1 aligns at 87- 89%.

School Year 2007-2008:

- AZELLA Form AZ-1 will be used for a second year.
 - o August – September
 - o Items for AZ-2 are field tested



ELL Assessment History

School Year 2008-2009:

- AZELLA Form AZ-1 will be used for a third year.

November 2008

- AZELLA Form AZ-2 forms field test

December 2008

- Psychometric analysis of data

School Year 2009-2010

- AZELLA Form AZ-2 becomes operational



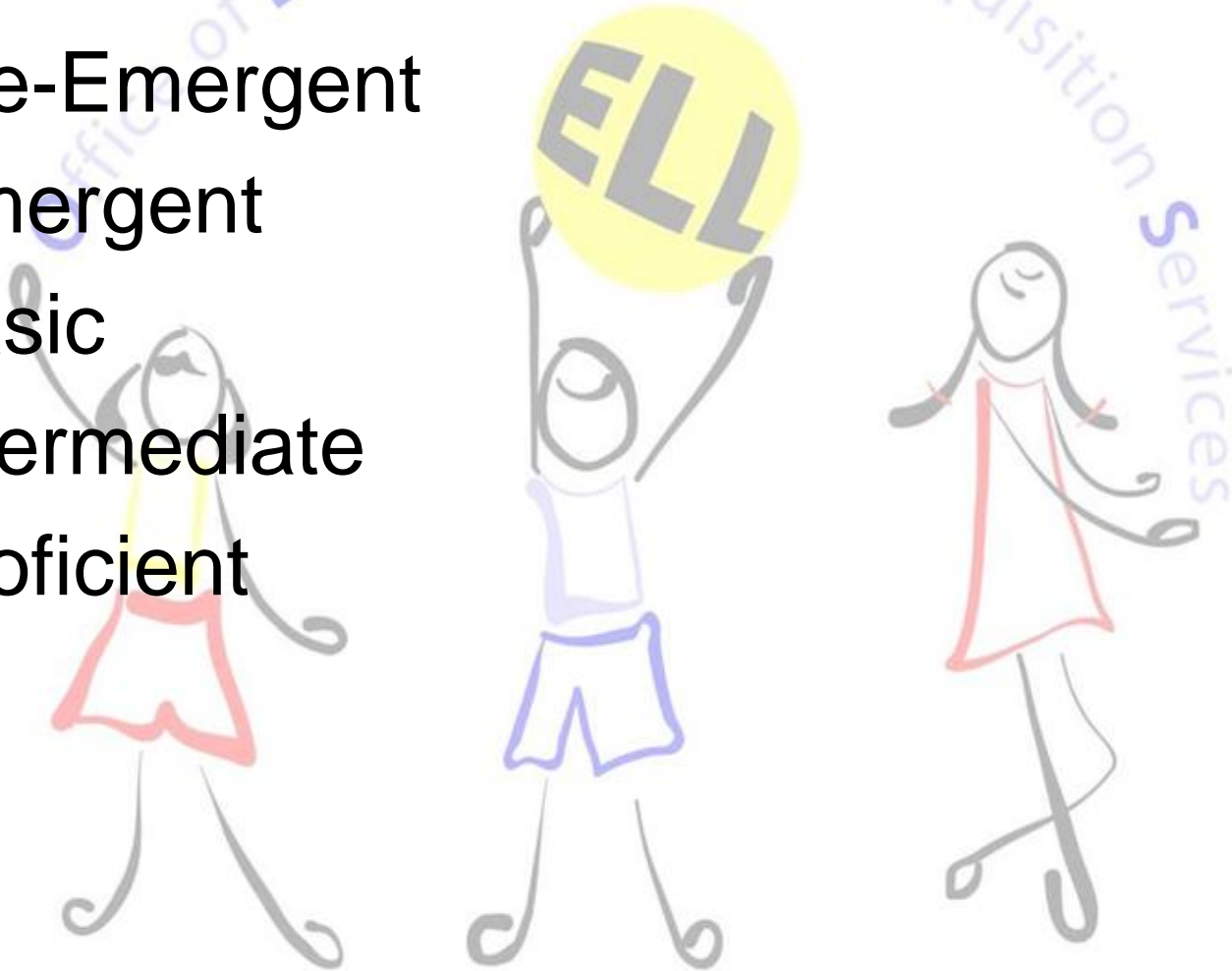
AZELLA Grade Spans

- Preliteracy – Kindergarten
- Primary – Grades 1-2
- Elementary – Grades 3-5
- Middle School – Grades 6-8
- High School – Grades 9-12



AZELLA Proficiency Levels

- Pre-Emergent
- Emergent
- Basic
- Intermediate
- Proficient



Preliteracy

- Contains four subtests
 - Listening
 - Speaking
 - Prereading
 - Prewriting
- Prewriting and Speaking subtests must be scored on site by the examiner.
- Scoring rubrics are in the student assessment booklet.



Primary, Elementary, Middle Grades, and High School Levels

- Contain five subtests
 - Listening
 - Speaking
 - Reading
 - Writing
 - Writing Conventions
- The Speaking subtest must be scored on site by the examiner.
- Scoring rubrics are in the DFA.



AZELLA DATA for SAIS

- The Oral, Reading, Total Writing, and Total Composite Scaled Scores and corresponding Proficiency Levels are sent to ADE by Pearson and downloaded into the Student Accountability Information System (SAIS).
- Districts/Charters receive the AZELLA Student Reports from Pearson.



PearsonAccess

- Web portal
 - Order materials
 - Track orders
 - Is not used by BIE schools



A Few Things To Remember

- Students are NOT to be tested out of grade level.
- SAIS numbers must be provided for all students, unless they are BIE students.
- AZELLA is a language proficiency assessment, NOT an academic assessment.
- The Overall Proficiency Level is determined by the Total Composite Scaled Score.



AZELLA Expenses

- The state pays for:
 - the purchase of AZELLA
 - the scoring
 - and ancillary materials



AZELLA Trainings

- Provided every summer
- Regional
- Train-the-trainer model
- Administration
- Ordering
- Updates



AZELLA

- **Determines English language proficiency of a student**
 - IFEP
 - ELL
 - Reclassification
- **2/3 of AMAOs**
 - % Reclassified
 - % Making Progress
- **Compliance Monitoring**
 - ✓ Timely Assessment
 - ✓ Appropriate Program Placement
 - ✓ Making Progress/Reclassified
 - ✓ Time In Program
 - ✓ FEP Monitoring





The Monitoring Process

State & Federal Funding

State Funding:

- ADM*
- Group B Weight
- SEI* Model Funding
- Compensatory Instruction

***ADM = Average Daily Membership**

***SEI = Structured English Immersion**

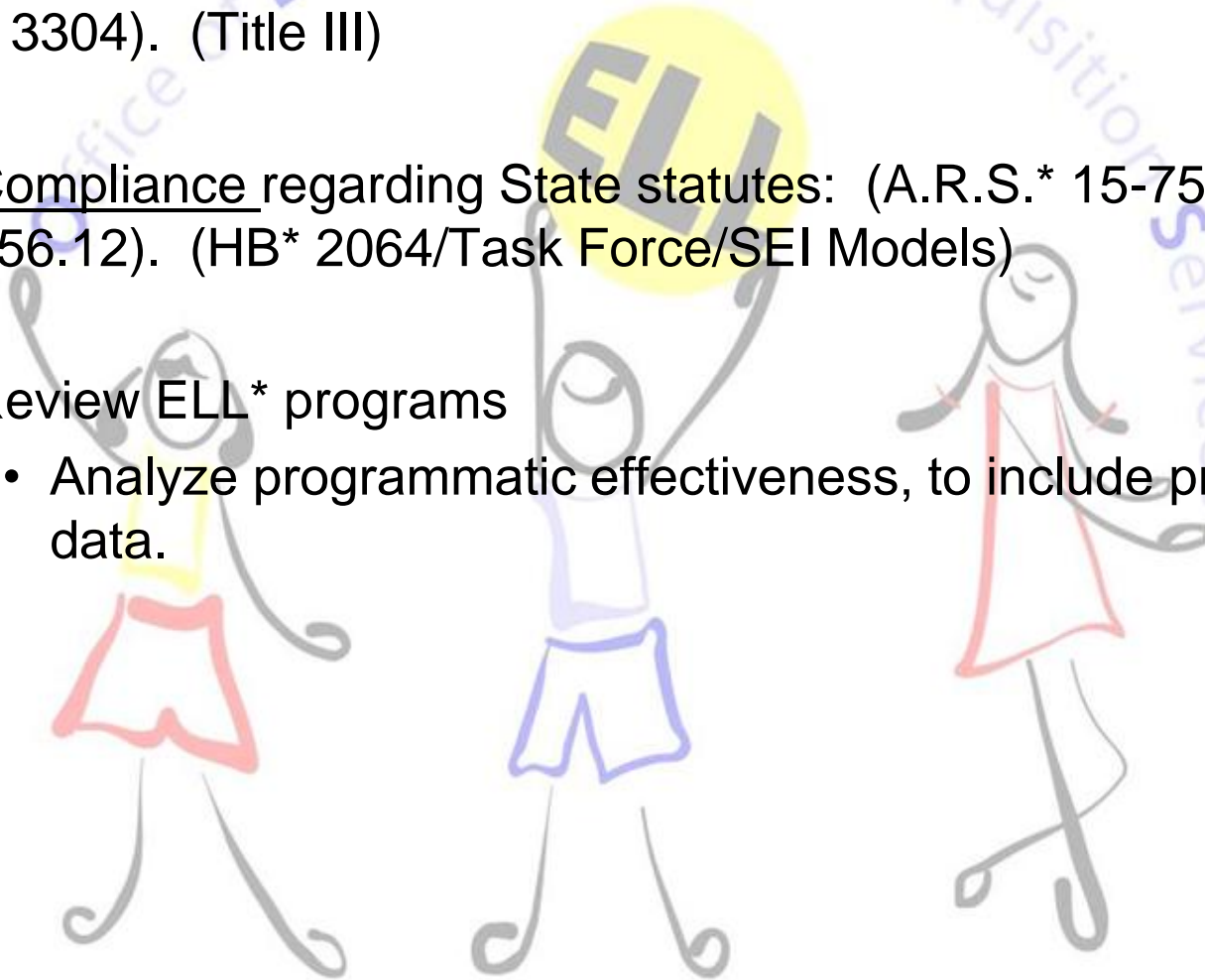
Federal Funding:

- Title III – Fiscal Application



Why We Monitor?

- Compliance regarding Federal statutes: (NCLB* Section 3001 – 3304). (Title III)
- Compliance regarding State statutes: (A.R.S.* 15-751 – 756.12). (HB* 2064/Task Force/SEI Models)
- Review ELL* programs
 - Analyze programmatic effectiveness, to include prior year's data.



District Selection....

A.R.S. 15-756.08 (HB 2064) (effective 9/21/06)

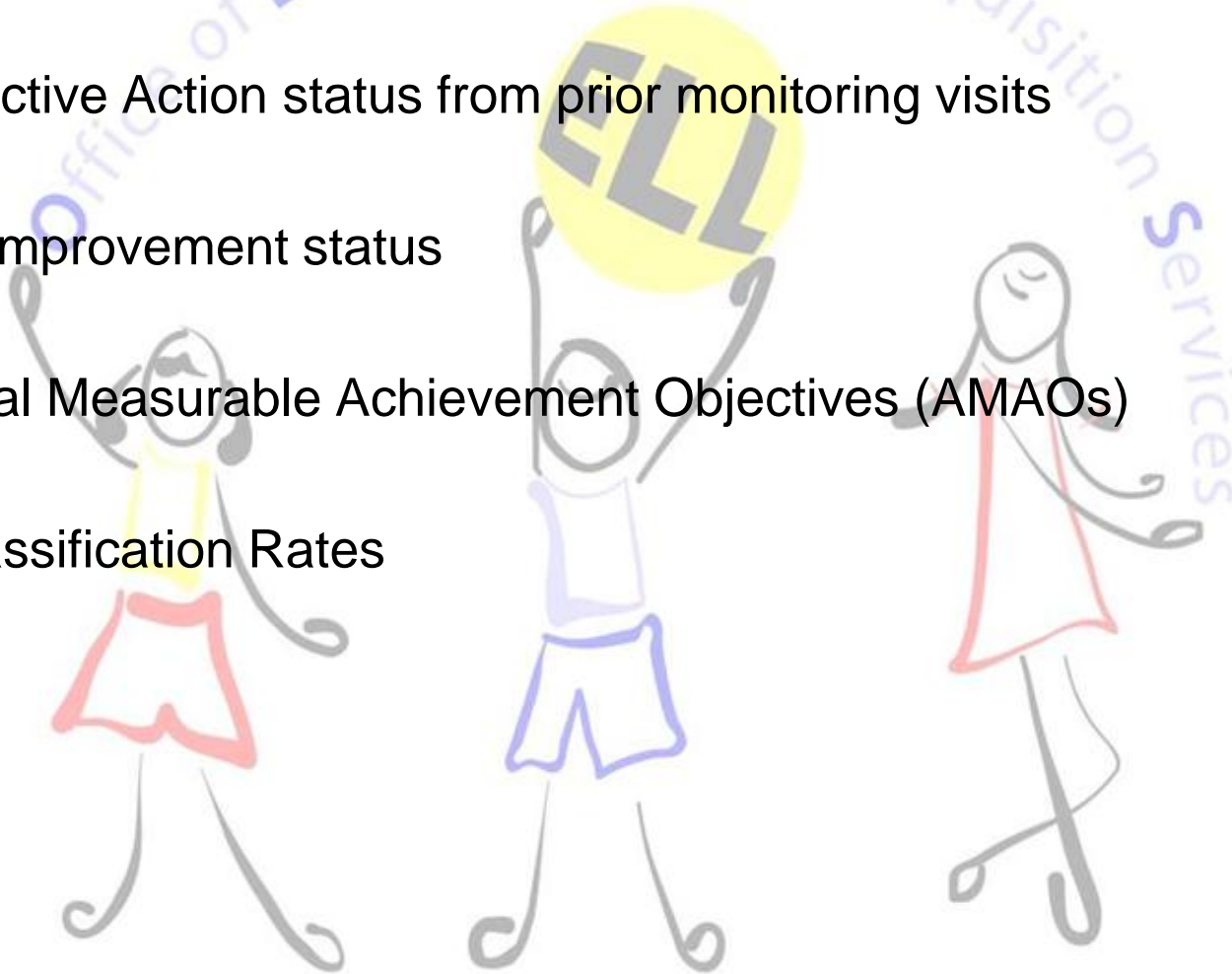
Minimum Requirements: completed annually

- The **top 50 LEAs*** with the highest # of ELLs will be monitored every 4 years. The top 50 were divided in 2003-2004 into a 4-year cycle.
- **At least: 12 LEAs** chosen from the top 50 LEAs with the **largest number** of English Language Learners (ELLs). **(Category 1)**
- **At least: 10 LEAs** that are **not included** in the top 50 LEAs described above. **(Category 2)**
- **At least: 10 LEAs** that are **not required to provide instruction** for English language learners (ELLs) for a majority of their grade levels. LEAs that report 25 or fewer ELLs. **(Category 3)**



+Additional Criteria...

- Corrective Action status from prior monitoring visits
- LEA Improvement status
- Annual Measurable Achievement Objectives (AMAOs)
- Reclassification Rates



Communication Process

➤ Beginning of school year

- **General letter to ALL districts**
monitoring process
accountability requirements
- **Notification letters to selected districts for on-site monitoring visits**
- **Advance requirements for desk audits:**
school's master schedule
ELL class rosters
sample ELD lesson plans.
- **Enclosures of items needed for on-site visitation:**
district and school monitoring notebooks
district and school maps
bell schedules
sample lesson plans
a designated work area for ADE* monitoring staff.



On-Site Visitation

➤ **Classroom Observations**

- SEI (ELD*) classroom observations
- Bilingual/Dual Language classroom observations
- Mainstream with ILLP students

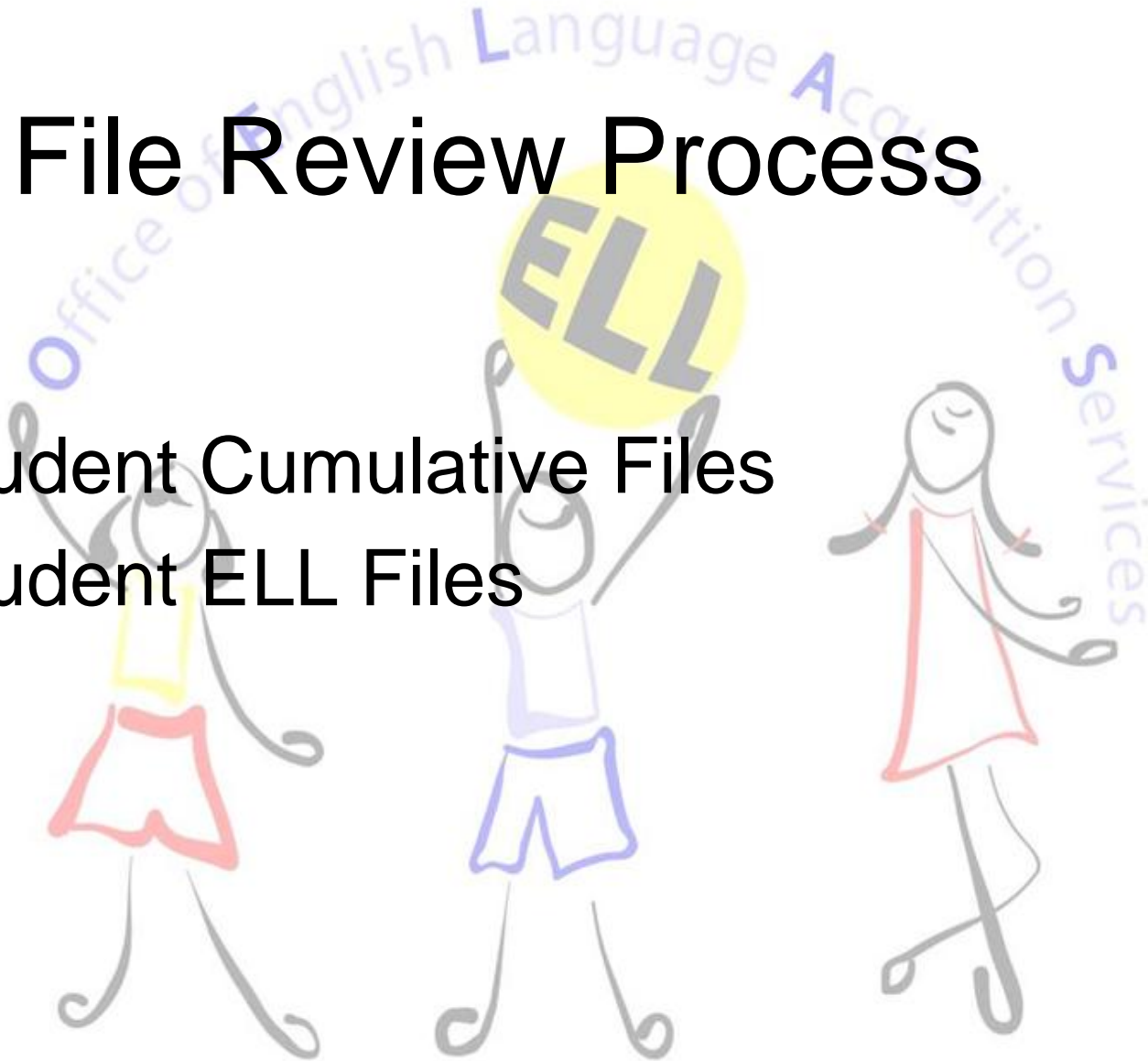
➤ **Teacher Interviews**

- ## ➤ **Exit Interview** with district personnel upon completion of LEA program analysis



File Review Process

- Student Cumulative Files
- Student ELL Files



Post On-Site Visitation

- **Review all classroom observation sheets**
- **Review cumulative and ELL file checklists**
- **Review teacher interviews**
- **Review ELL program data**
(This determines school and district ELL program effectiveness)



Post On-Site Visitation (contd.)

- A letter is issued to the LEA with findings of the monitoring visit within 45 days of the visit
- If there are any corrective action items the LEA must submit a corrective action plan within 60 days
- OELAS will review and approve the plan
- OELAS will conduct a follow-up to the corrective action plan submitted the following school year





SEI FUND

The Basics



ARS 15-756.03

“If a school district or charter school qualifies to submit a budget request based on the form prescribed in section 15-756.01, subsection I, the school district or charter school shall submit a structured English immersion budget request on a school by school basis. The budget request shall be for a specific amount of supplemental monies from the Arizona structured English immersion fund established by section 15-756.04.”



SEI FUND

2008-2009

\$40 MILLION distributed beginning 90 days after the end of the legislative session as basic state aid.

2009-2010

\$8.9 MILLION distributed as basic state aid.

2010-2011

Application is fundamentally the same.

Application is now open.



SEI Budget Request Process

- ✓ Schools, Districts and Charters with ELLs eligible to submit request for funding for Incremental costs for implementing models.
- ✓ ADE reviews for accuracy and compliance and submits to Legislature.



SEI Budget: Key Points

- LEAs apply through the Common Logon.
- ADE Review for Accuracy and Compliance.
- *Offsets and Attestation* **required**.
- **Incremental Teacher Calculation**
 - New formula (developed w/Auditor General).
 - Pre-populated on the application.
- Offsets are pre-populated.
- **ALL** schools must submit to the district.
- Model adoption is a separate application.
- Better navigation.



Incremental Costs

ARS 15-756.01 L2:

- *“Incremental costs” means costs that are associated with a structured English immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students.*
- ***Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.***



SEI Budget: Calculated Amounts

Incremental Teacher Spreadsheets by School

- 100 day ADM count from the previous school year (2008-2009).
- ELL count from AZELLA assessments as of June 30, 2009.



SEI Budget: Calculated Amounts

Average Class Size Survey

- Reported to ADE by LEA.
- ADM as of October 1, 2008.
- **Elementary**: Average class size for the Non-ELL self-contained class by grade level. (Schools with K-3, K-4, K-5, K-6, K-8 models)
- **Secondary**: Average class size for the departmentalized English core classes with Non-ELL students. (Schools with departmentalized Grades 6-8 and 9-12)



SEI BUDGET: 3 Parts

1. SCHOOL incremental budget.
 2. DISTRICT incremental budget.
 3. DISTRICT rollup budget.
- ***All SCHOOL and DISTRICT incremental budgets MUST be completed and submitted prior to accessing the DISTRICT ROLLUP BUDGET.***
 - ***The DISTRICT ROLLUP BUDGET will be reviewed and evaluated for accuracy and compliance by the Office of English Language Acquisition Services.***



SEI Budget Request form

Model Required Incremental Costs (A)

page 1

STRUCTURED ENGLISH IMMERSION (SEI) BUDGET REQUEST FORM

A lawsuit involving the funding of the education of English language Learners, *Miriam Flores et al.*, is presently on appeal. Depending on the outcome of that case, the amount of monies available from the State for teaching English Language Learners (ELL) may change.

For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS** form, the "all students" counts are based on the 100th Day Attending ADM Count for the prior school year. For the purpose of this **(A) MODEL REQUIRED INCREMENTAL COSTS** the English Language Learner counts are based on the previous year data from the SoELL-72 report compiled by the Arizona Department of Education on August 15. There are no exceptions to these data points.

School District or Charter Holder Name _____		CTDS # _____
School Name _____		CTDS # _____
Contact Name _____	E-mail _____	Phone _____
<input type="checkbox"/> School submission <input type="checkbox"/> School District or Charter Holder's incremental costs submission <input type="checkbox"/> District or Charter Holder's roll-up summary submission		
(A) MODEL REQUIRED INCREMENTAL COSTS Submitted costs must be compliant with the "cost efficient" requirement of the SEI models stated in 15-756.01 (D). 15-756.01 H: The Task Force shall establish procedures for school districts and charter schools to determine the incremental costs for implementation of the research based models of structured English Immersion developed by the Task Force. 15-756.01 L 2: "Incremental Costs" means costs that are associated with a structured English Immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English proficient students or compensatory instruction.		Incremental Cost
INSTRUCTION		
1	Incremental Teacher Salaries: Incremental teachers required to meet the English Language Learners (ELL) Task Force model requirements per ARS § 15-756.01. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by the current statewide average teacher salary from the year for each teacher. If a teacher is not on LEA direct contract, the expenses associated with that teacher shall be listed on line 3 and not be included on this line or on line 2. Function Code: 1000/Instruction, Object Codes: 6110 & 6150/Salaries	\$
2	Incremental Teacher Benefits: Benefits for the incremental teachers may include Retirement, Social Security Contributions, Unemployment Insurance, Workers' Compensation and health care coverage. Use TOTAL number of incremental teachers (from SEI Incremental Worksheet or school/district/charter holder calculation) multiplied by 25% of the current statewide average teacher salary for the prior year for each teacher. Function Code: 1000/Instruction, Object Codes: 6210, 6220, 6230, 6240, 6250, 6260, 6270 & 6290/Benefits	\$
3	Teacher Professional Services: For Charter School and contract teachers in lieu of lines 1 and 2. Incremental teaching staff that provide instructional services. If a teacher is on LEA direct contract, the expenses associated with that teacher should be listed on lines 1 and 2 and not included on this line. The costs allowed per teacher, for teacher professional services, must not exceed the statewide average teacher salary plus 25% for benefits. Function Code: 1000 Object Code: 6300	\$
4	EXPLANATION/JUSTIFICATION: [Free Form Text]	
CURRICULUM		
5	Textbooks, Instructional Materials & Assessments: Costs prohibited from being included as incremental costs of implementing the SEI models include capital expenses, facilities costs, and computers. Costs permitted to be included are incremental costs of materials, supply and classroom assessment costs that are for materials used in actual classroom instruction and are: 1.) Required for cost efficient implementation of models and 2.) In addition to the normal costs of providing textbooks, instructional aids, and assessments for English proficient students and 3.) Aligned to K-12 English Proficiency Standards and the DSL. Classroom assessments are defined as English language proficiency formative assessments, which are to be administered for the purpose of monitoring learning, focusing instruction and providing immediate feedback to the teacher and student during the learning process. Costs for the AZELLA may not be included. Function Code: 1000/Instruction, Object Code: 6642/Text Books; 6643/Instructional aids	\$
6	EXPLANATION/JUSTIFICATION: [Free Form Text]	

Simplified



SEI Budget Request form Offsets (B)

School District or Charter Holder Name _____		CTDS # _____	
(B) OFFSETS This form is submitted only at the School District or Charter Holder level. For the purpose of <u>this Part B OFFSETS form</u> , except for any noted exceptions, revenue amounts are based on the previous fiscal year. For the purpose of <u>this Part B OFFSETS form</u> the ELL student count required by this form is the count in SAIS (ELLS10-1 report) as of 9/1. The offsets are provided per 15-756.01, "Notwithstanding any other law, the maximum amount of the budget request shall be incremental costs of the models selected offset by the following monies."			
Federal Funds			
NOTE: Any changes made to the pre-populated numbers (report alternate numbers in the field directly below the pre-populated field) requires a justification be submitted on the Offset Variance report Part (D).		Total Funds	ELL population as a % of qualified population
			Offset amount
18	Title I: The portion of TITLE I monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$xxxxxxxxx ²	xx%
19	Title II-A: The portion of TITLE II-A monies determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 2.)	\$xxxxxxxxx ²	xx%
20	Title III: All Federal TITLE III monies and any other federal monies designated solely for the educational needs of English Language Learners. (As per ARS § 15-756.01, sub-section I, 1.)	\$xxxxxxxxx ²	100%
21	Impact Aid: The portion of impact aid monies determined by the English language learner population as a percentage of the qualified population. A school district or charter holder shall only apply unexpended impact aid monies to English Language Learner programs after it has applied its impact aid monies for other allowable uses as permitted by state law. (As per ARS § 15-756.01, sub-section I, 3.)	\$xxxxxxxxx ³	xx% ³
22	Total Federal Fund Offsets (Add lines 18-21)		\$xxxxxxxxx ⁴
State and Local Funds			
23	Desegregation Funding: The portion of desegregation monies levied pursuant to ARS § 15-910 determined by the English Language Learner population as a percentage of the qualified population. (As per ARS § 15-756.01, sub-section I, 4.)	\$xxxxxxxxx ⁵	xx% ⁵
24	ELL "Group B Weight": The ELL support level weight prescribed in ARS § 15-943. (As per ARS § 15-756.01, sub-section I, 5.)	\$xxxxxxxxx ⁷	100%
25	Total State and Local Funding Offsets (Add lines 23 & 24)		\$xxxxxxxxx ⁸
(C) BUDGET REQUEST 15-756.01 J. The difference calculated pursuant to subsection I of this section shall be the maximum amount of the Structured English Immersion budget request pursuant to section 15-756.03 for monies from the Arizona structured English Immersion fund established by section 15-756.04. Beginning July 15, 2008, school districts and charter schools shall not include the incremental costs of any pupil who is classified as an English Language Learner after July 1, 2007 and who has been classified as an English Language Learner for more than two years in the calculation of the school district's or charter school's Structured English Immersion budget request. (As per ARS § 15-756.01, sub-section J.)			
26	Total incremental costs of the models (From line 17)		\$
27	Total Federal, State and Local Funding Offsets (Add lines 22 & 25)		\$xxxxxxxxx ⁸
28	Budget Request (Subtract line 27 from line 26)		\$
(C) ALTERNATE BUDGET REQUEST CALCULATION			
29	Total incremental costs of the models (From line 17)		\$
30	Selected Federal, State and Local Funding Offsets (Add lines 21 & 25)		
31	Alternate Budget Request Calculation (Subtract line 30 from line 29)		

Simplified

Revised



SEI BUDGET

- ***“All schools, school districts, and charter holders must retain for auditing purposes any and all documents that substantiate the calculated amounts, including a clear indication of how the amounts were calculated so amounts can be recalculated and documentation to support the reported class size policy.”***
- Arizona Department of the Auditor General, July 2008



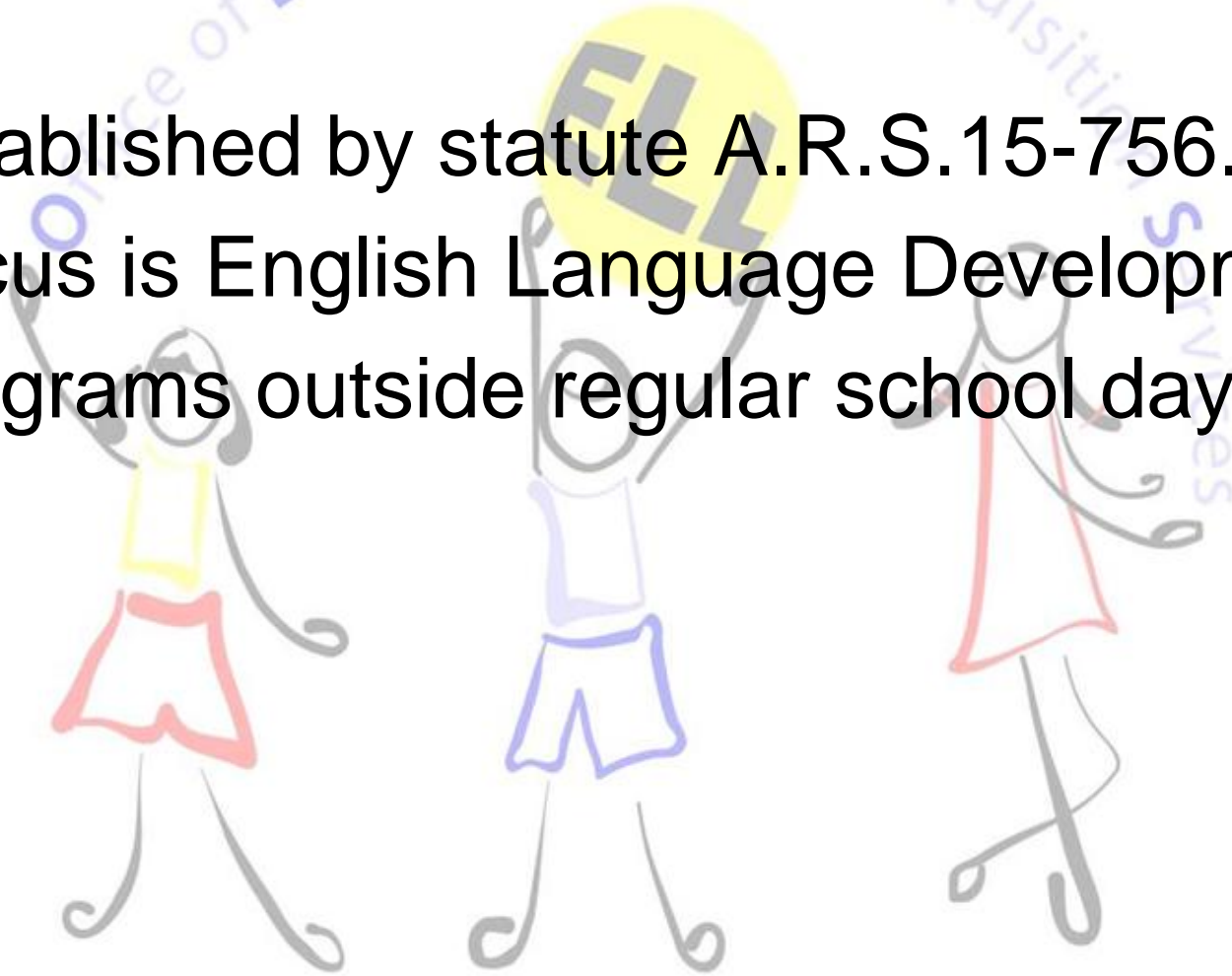


Compensatory Instruction Grant

A Brief Overview

What is Compensatory Instruction?

- Established by statute A.R.S.15-756.11.G:
- Focus is English Language Development
- Programs outside regular school day



Who is eligible to apply?

- Any school district or charter school with at least one English Language Learner (ELL) or one Fluent English Proficient (FEP) student in the two year monitoring period



What is meant by “English Language Development”?

- English Language Development includes five essential components:
- Listening
- Speaking
- Reading
- Writing
- Grammar



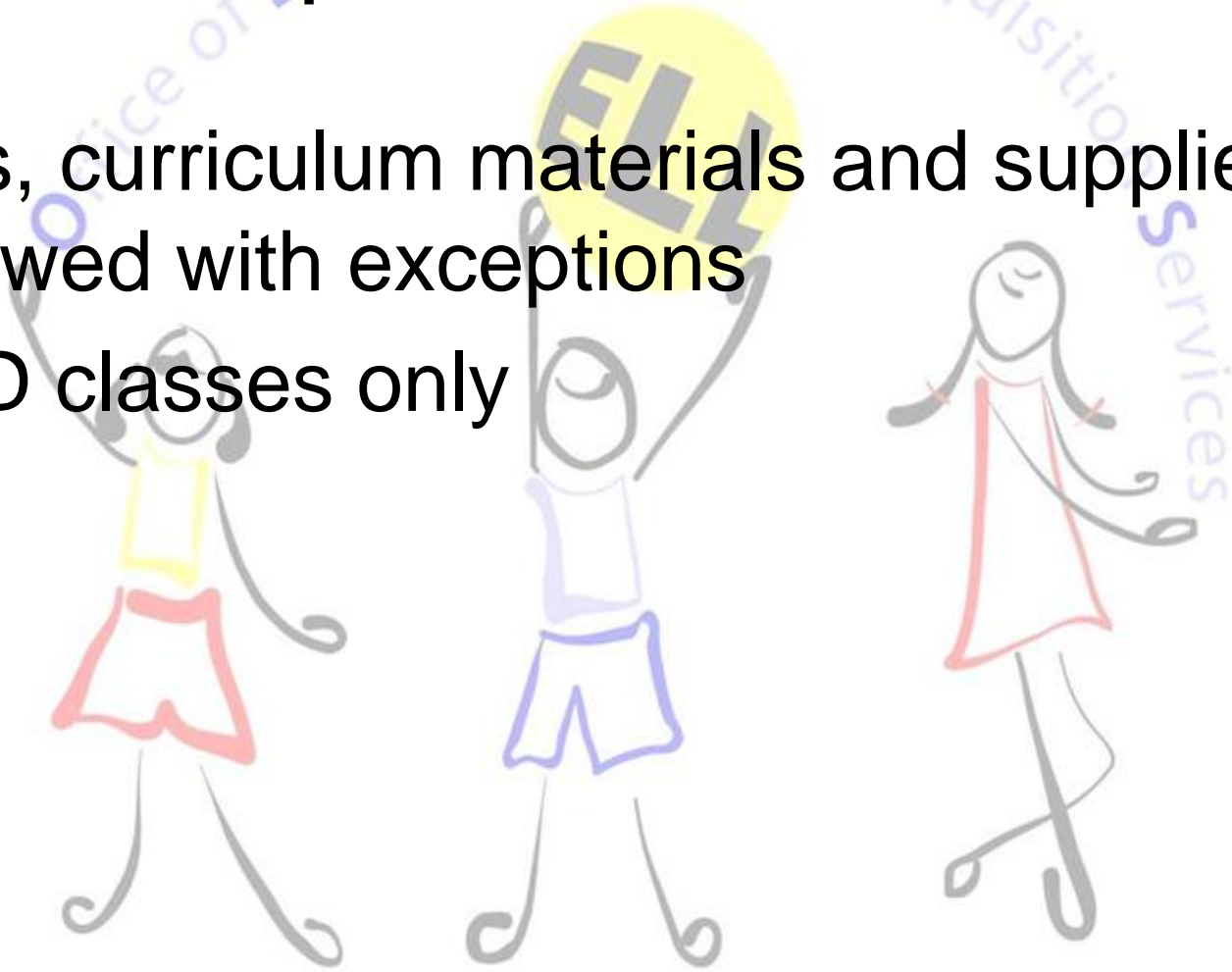
What information is needed on the Application?

- Number of hours, days, weeks per program
- Number of students anticipated
- Ratio of teacher to student
- Number of Highly Qualified teachers
- Materials, cost, transportation



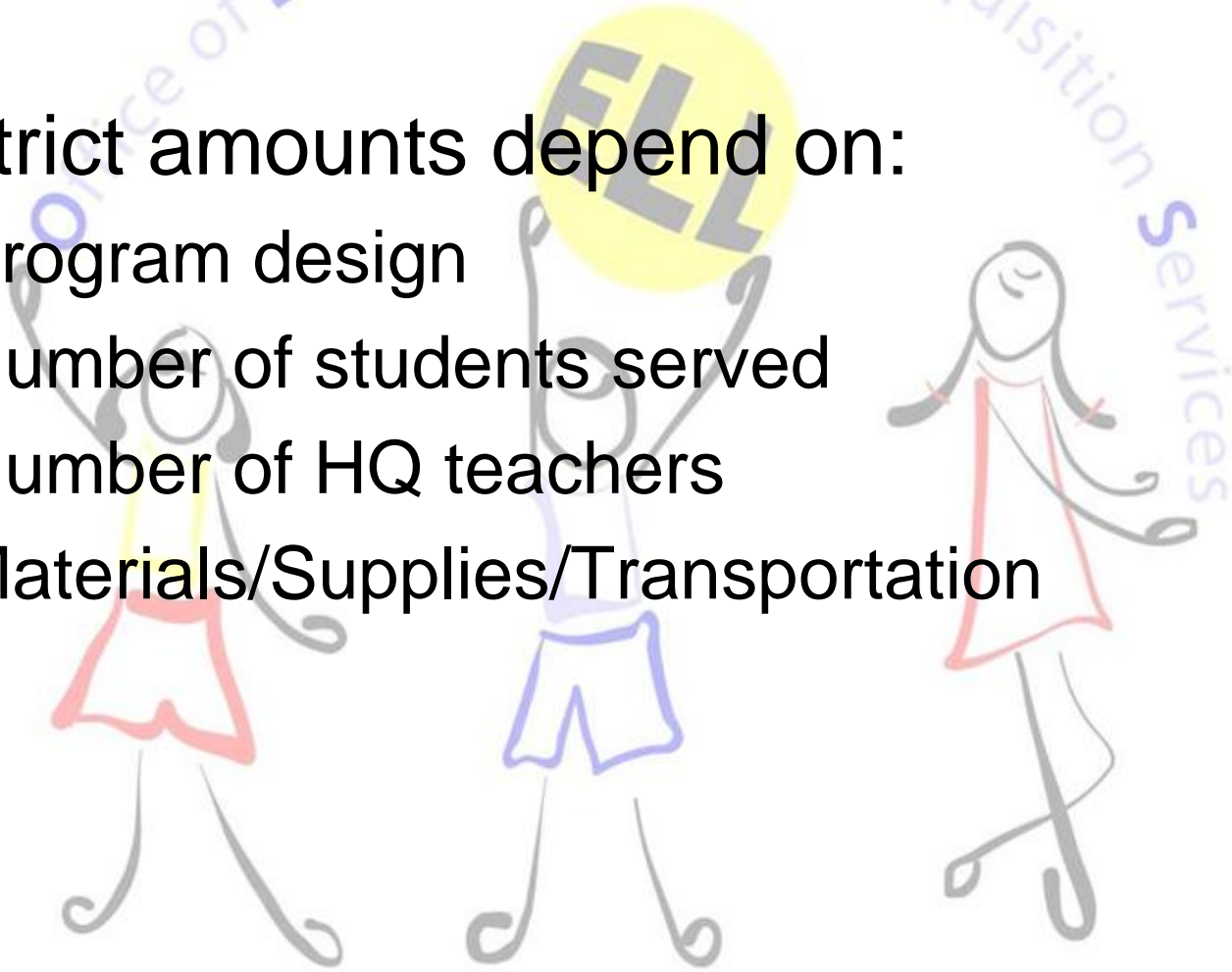
Can Compensatory Instruction funds purchase materials?

- Yes, curriculum materials and supplies are allowed with exceptions
- ELD classes only



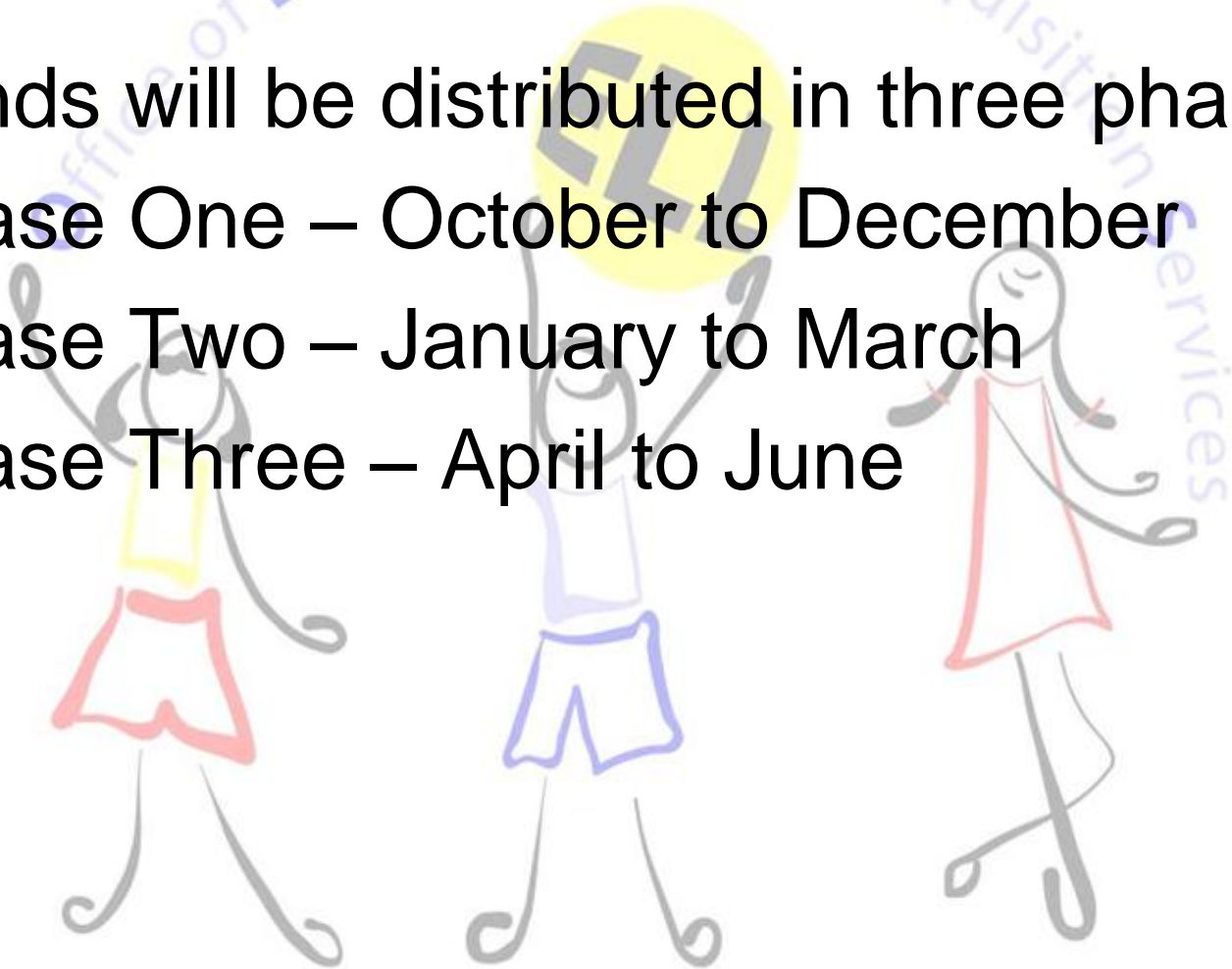
How much money can a district receive?

- District amounts depend on:
 - Program design
 - Number of students served
 - Number of HQ teachers
 - Materials/Supplies/Transportation



When are funds distributed?

- Funds will be distributed in three phases:
- Phase One – October to December
- Phase Two – January to March
- Phase Three – April to June



Documentation required for Compensatory Instruction funds?


- Districts and schools shall:
 - Maintain a roster of which students are participating
 - Number of hours of participation
 - Student's SAIS ID number



Accountability of District

- Program description
- Expenditure reports
- Student WICIPS (Written Individual Compensatory Instructional Plan)
- Monitoring visits





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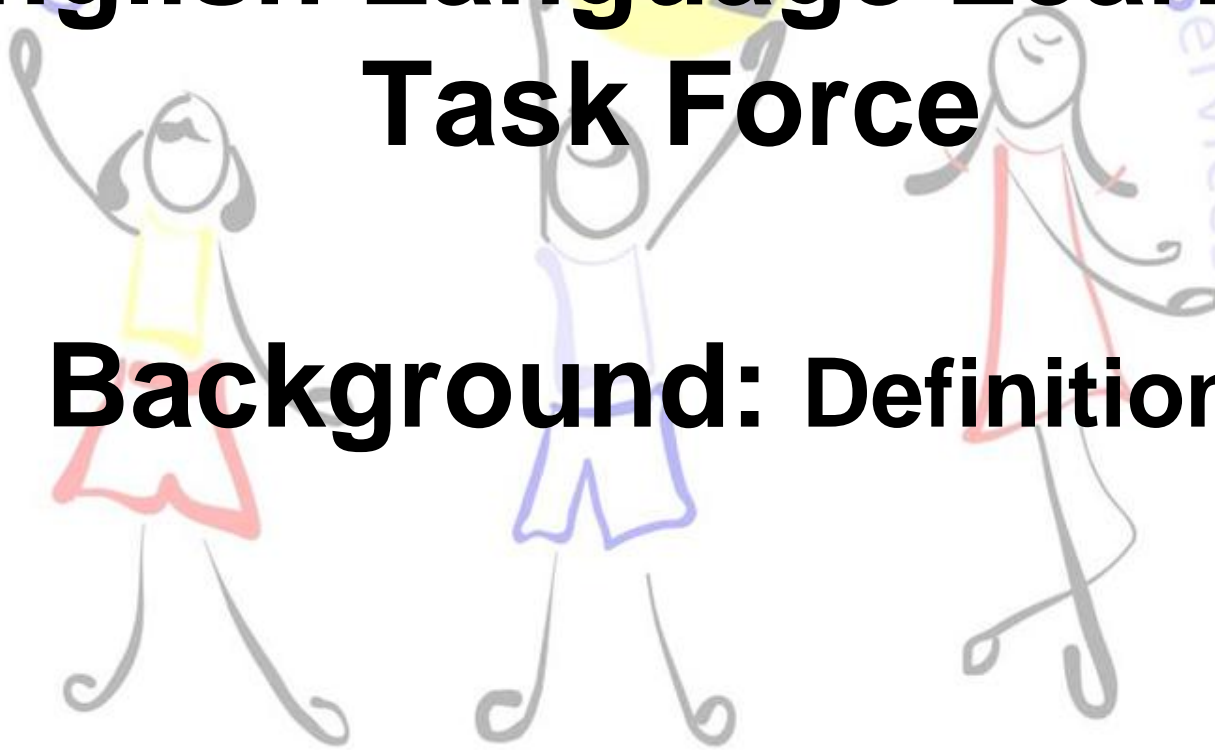
OELAS Boot Camp

Structured English Immersion Classroom

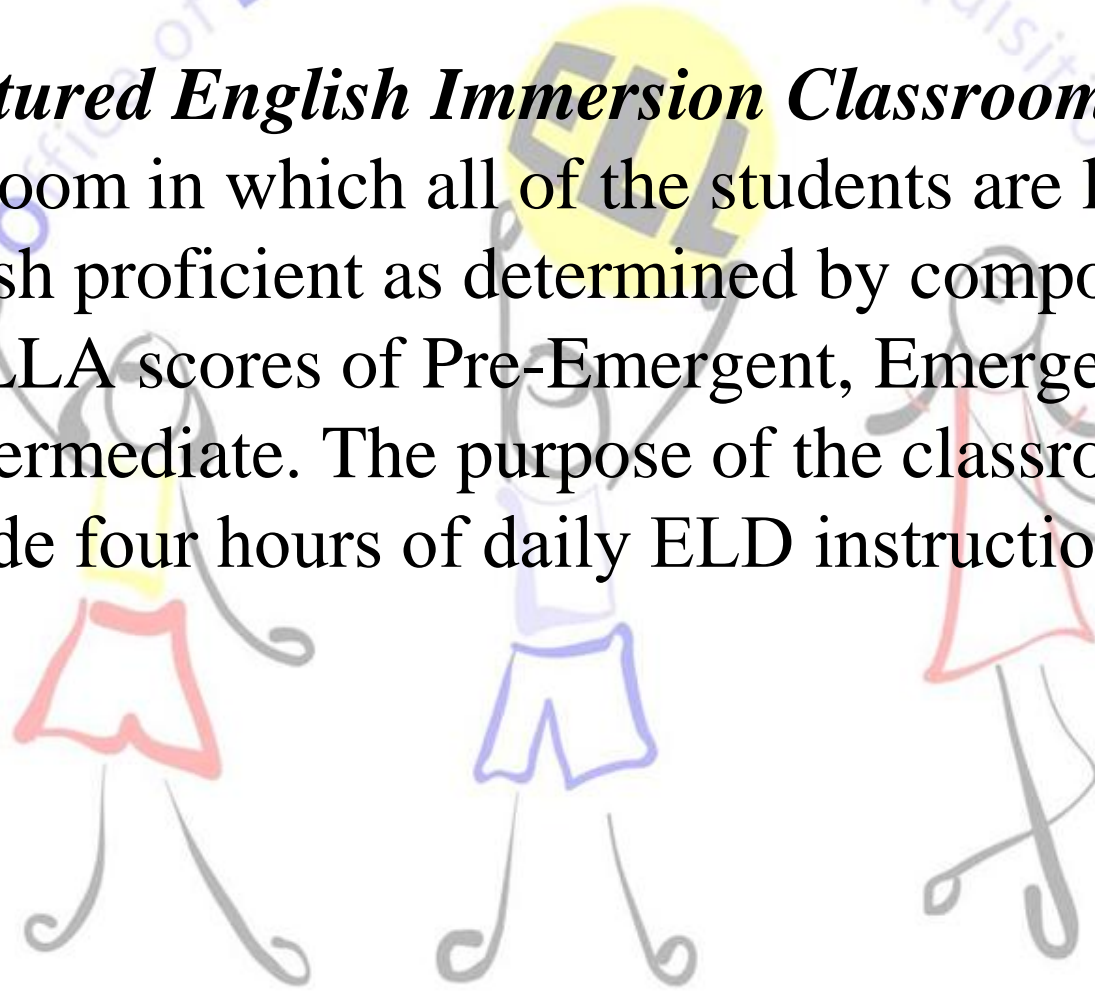


SEI Models of the Arizona English Language Learners Task Force

Background: Definitions



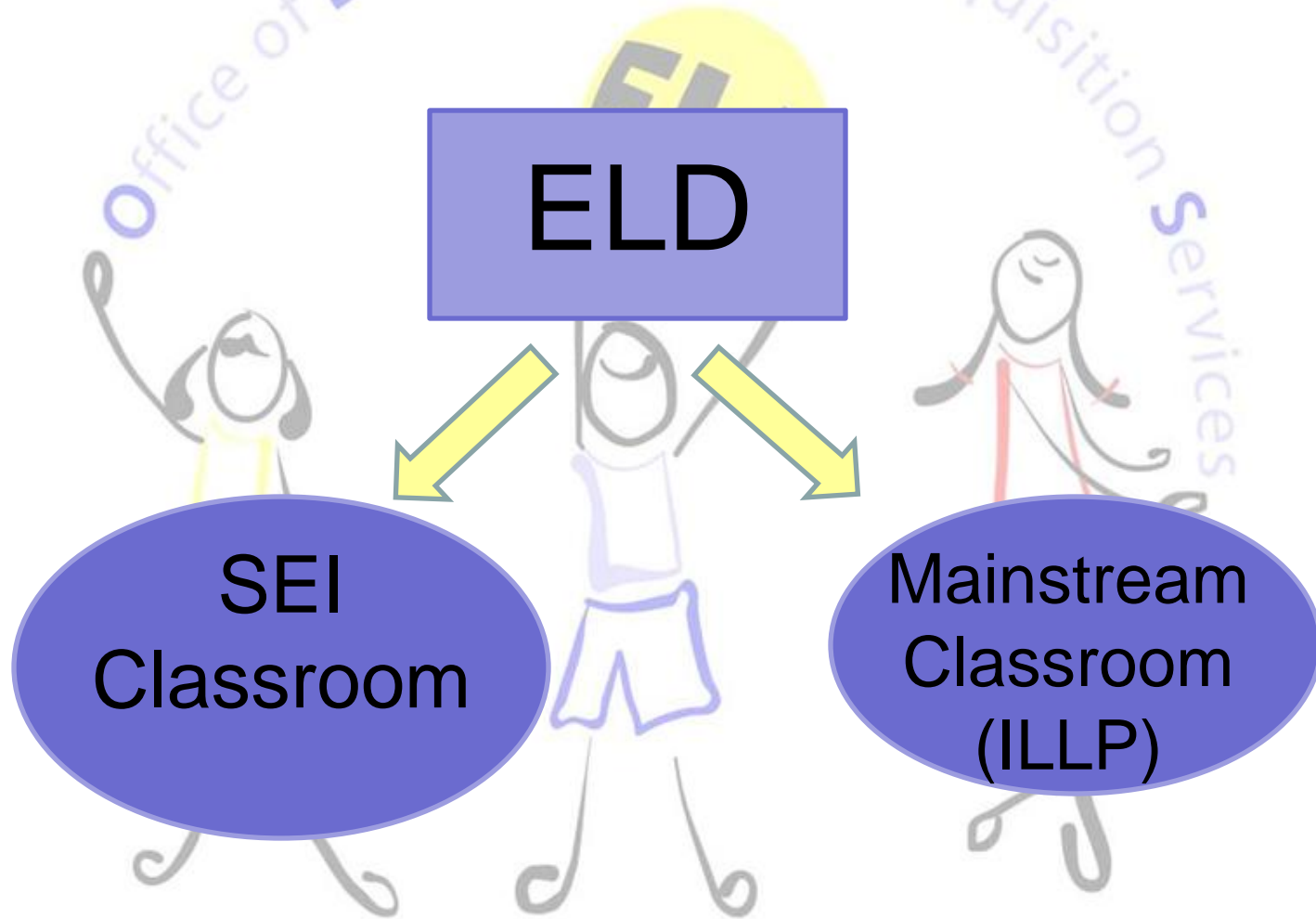
Structured English Immersion Classroom means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction...



ELD means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on **phonology** (pronunciation – the sound system of a language), **morphology** (the internal structure and forms of words), **syntax** (English word order rules), **lexicon** (vocabulary), and **semantics** (how to use English in different situations and contexts).



English Language Development Instruction



Time Allocations for Elementary School Levels

10% flexibility

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Pre-Writing 15 min.	
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Students Testing at AZELLA Basic

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.	
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Students Testing at AZELLA Intermediate

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.	
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Arizona Department of Education

Office of English Language Acquisition Services



Time Allocations for Middle School and High School Levels

20 hours per week / 10% flexibility

Students Testing at AZELLA Pre-Emergent and Emergent

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Basic

Academic Oral English and Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 min.	English Language Arts (SEI) 60 min.	Academic English Reading 60 min.	Academic English Writing and Grammar 60 min.	
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There are 3 English Language Proficiency Domains:

- **Listening and Speaking**
- **Reading**
- **Writing**

**The ELP Standards Translated into a...
Teachers' Guide
for planning classroom instruction**



The Teacher's Guide...

- ***simplifies* the standards.**
- identifies the language skills, the performance objectives/indicators and the academic standard, if applicable.
- provides some topics, themes, and teaching strategies.



What is the Discrete Skills Inventory (DSI)?

- Sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students to achieve the *ELP Standards* for each respective grade span.
- Assists teachers in the design, development, and implementation of ELD instruction.



ELP Standards and the DSI

- DSI is to be used for the **conversational** and **academic oral language development** time blocks and for the **writing** and **grammar** time blocks.
- The ELP Standards for Reading are used during the reading time block.
- ELP Standards for Writing are used in the writing time block along with the DSI for grammar support.



Definition of Language

Office of English Language Acquisition Services

Language is comprised of five discrete elements that are inter-dependent and that must be taught overtly. The elements of phonology, morphology, syntax, lexicon, and semantics are foundational for proficiency in reading, writing, speaking and listening.



ELD Components

Phonology:

Speech, sounds

Semantics:

Meaning of words or sentences

Morphology:

Parts of words,
prefixes, suffixes
and roots (base),
verb tenses

Syntax:

Grammar, sentence structure,
language rules

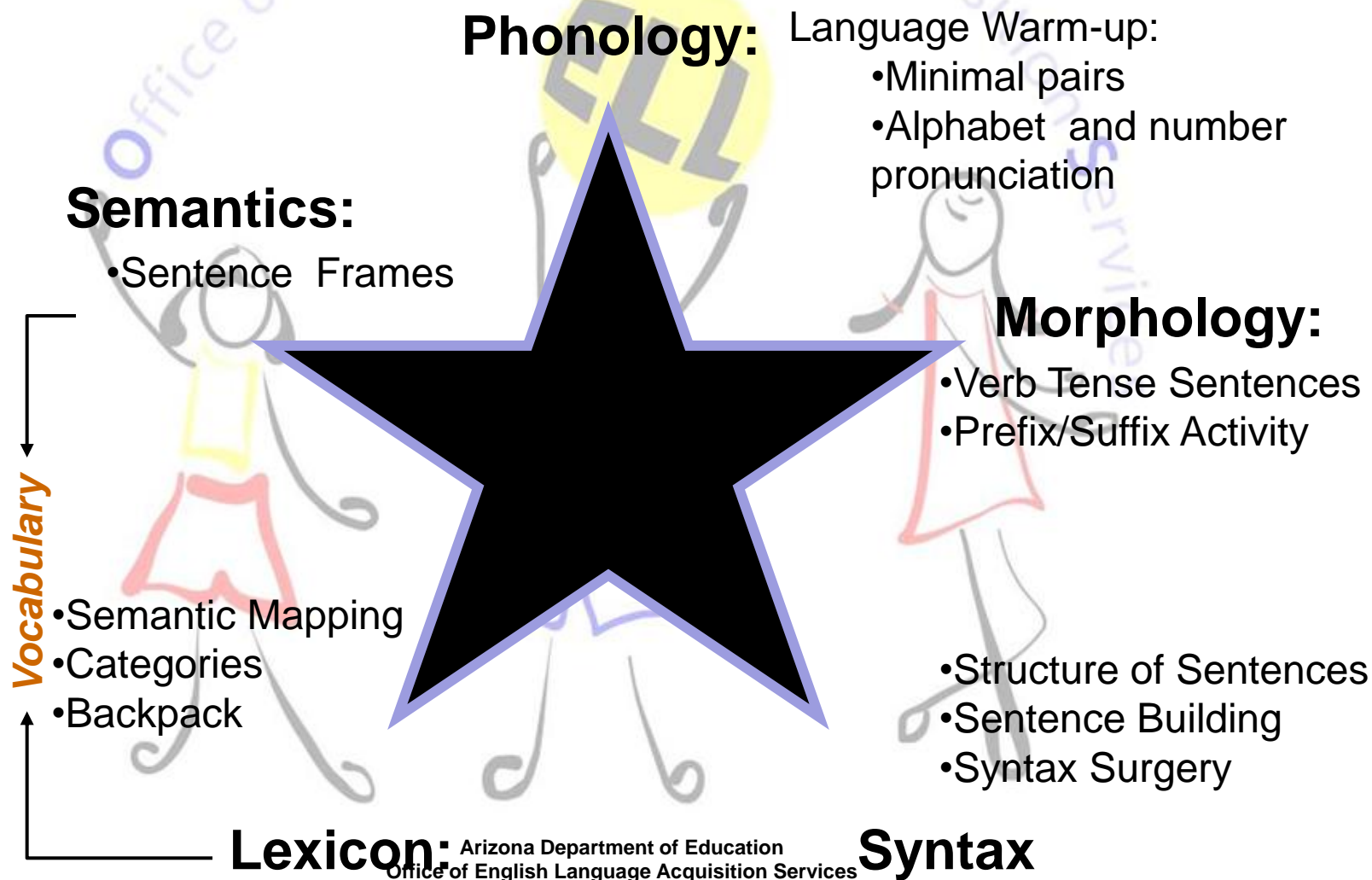
Lexicon:

Collection of words you know

Vocabulary



ELD Components Methodologies



SEI Super Strategies

Always establish the language objective.

Always use the 50/50 rule

Teacher speaks 50%

Student speaks 50%

Always push students to their productive discomfort level

Always have students respond in complete sentences

Always remember the teacher does NOTHING that students can do themselves



Principles for Accelerating English Language Learning

Error Correction

The correction of students' oral and written English language grammar errors promotes a greater awareness of accurate language conventions.

English Only in the Classroom

The sole use of English by teachers and English language learners in classrooms maximizes language production, practice, and competence.

Complete Sentences

All students will use complete sentences when communicating.

50/50 Rule

During the four hours of ELD, students will speak a minimum of 50% of the instructional time.



Thank you!

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